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ABSTRACT

This annotated bibliography presents 163 references on legal education, part-time higher education, continuing, adult and distance from a broad range of authors and sources within and outside the legal education field for those interested in part-time legal education. An introduction discusses biases against part-time legal education within the legal education field and also describes some of the most prominent reference tools such as data bases. References are dated from 1953 to 1991 and are listed alphabetically by author within each section. The first section of the bibliography describes books and articles dealing with part-time legal education many of which may be unknown to legal educators. The second and longest section lists books and articles that deal generally with part-time higher education. Remaining sections address issues related to part-time higher education: continuing professional education, adult education, and distance education. (JB)

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Part-Time Higher Education and Related Issues: An Annotated Bibliography for Legal Educators

American Bar Association Conference on Part-Time Legal Education -- Cleveland, Ohio, October, 1992

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Introduction

I.

Most legal educators frequently, and rightly, criticize their students for relying merely on personal opinions and feelings. The formal writings of courts and scholars, these teachers insist, must in the first instance be the source of authority. Unfortunately, many of the legal educators who criticize students for relying merely on personal opinion do exactly that themselves when they discuss legal education itself. "I am convinced," many legal educators might state in connection with a discussion of the possible stigma attached to graduation from law school as a part time student, "that whatever stigma might formally have existed is now for the most part gone." Most of the people who make these comments, however, have no empirical proof to support their conclusions. Further, most of these people have not looked to the work of experts who studied this particular issue. In short, personal feelings and opinions now generally serve as the ultimate authority in most discussions of legal education.

The problem just noted is compounded by a related matter. An overwhelming amount of anecdotal evidence suggests that many legal educators -- most perhaps -- believe that no one outside of the law school community has anything of interest whatsoever to say about legal education itself. In other words, the ideas of "outsiders" to the law simply do not interest many legal educators when in comes to education itself. Further, an overwhelming amount of anecdotal evidence suggests that many legal educators -- again, perhaps most -- are particularly scornful of ideas about education produced by people associated with the field of education itself. (This point, incidentally, is developed at considerable length in Wangerin, "The Problem of Parochialism in Legal Education," (Submitted for Publication.))

It hardly need be said that a Bibliography such as the present one will be of little or no interest to legal educators who hold the beliefs just described. This Bibliography suggests that personal opinion is not the best source of evidence about part-time higher education. Further, the Bibliography is filled with references to the work of "outsiders" to the law. Finally, and perhaps most significantly, many of the works cited in this Bibliography were prepared by people in the field of education itself.

II.

The most important source of information about educational issues generally is a reference tool called the "Education Index" and a set of reference tools prepared by the Education Resources Information Center ("ERIC"). Most university libraries have the Education Index and the various ERIC indexes in hard copy. Further, some universities have ERIC on compact disc. (Searches on compact disc are much faster than manual searchers.) Finally, access to the ERIC data base is possible through DIALOG, a data base that can itself be searched through the WESTLAW system. (The access code for the ERIC data base through DIALOG / WESTLAW is "ERIC.") Many of the works cited in the ERIC data base are published books or articles published in widely available journals. Other materials in the ERIC data base, however, have not been formally 778published. These works, referenced by an ERIC number (e.g. ED 237 321) are available from ERIC itself.

Several other important sources of information about educational issues generally also are available. Some of these sources can also be searched through DIALOG / WESTLAW. For example, the Library of Congress Catalogue provides descriptions of virtually all published books on education. (The access code for the Library of Congress Catalogue through DIALOG / WESTLAW is "LCMARC-B.") In addition, indexes to dissertations contain references to countless works on education. (The DIALOG / WESTLAW access code for "Dissertations Abstract OnLine" is "DAO.") Finally, indexes such as "Social Science Search" ("SOCSCISRCH") and "Sociological Abstracts" ("SOC-ABS") also often contain references to education issues.

Two additional reference tools must yet be mentioned. First, the "Social Science Citation Index" ("SSCI") is an education research tool that is comparable to "Shepard's Citations." This tool allows researchers to see follow-up citations to known works. The SSCI can be searched in hard copy at most university libraries and on compact disc in some libraries. Regrettably, SSCI cannot at the present time be searched through DIALOG / WESTLAW. Second, "OCLC" is a data base that librarians can use to locate books that their own libraries do not themselves contain. The OCLC system also enables libraries to borrow books and journals from each other. Since virtually all libraries subscribe to the OCLC data base, it is safe to say that any researcher at any law school can readily get any book or journal listed herein or located in an independent search.

III.

The following Bibliography contains several distinct sections, sections which for the most part do <u>not</u> overlap. The first section describes books and articles dealing with part-time "Legal Education" itself. Although some of the works cited in this part of the Bibliography are well-known to legal educators, some of these works, including some of the most important ones, seem to be essentially unknown to legal educators. (The work by Koenig and Rustad, for example, is critically important although seemingly unknown to most legal educators.) The second section of the Bibliography, and the longest section, describes articles and books that deal generally with

"Part-time Higher Education." Many of these works are general treatments of the subject. Others, however, like the work by Gross, contain discussions of matters that should be exceptional interest to legal educators. The remaining sections of the Bibliography address issues closely related to part-time higher education. One of those parts cites works on "Continuing Professional Education." These works are listed, in turn, because most continuing professional education programs are offered on a part-time basis. Another of these additional parts of the Bibliography lists works generally on "Adult Education." These works are cited because most students who attend undergraduate and graduate programs on a part-time basis, and all such students in the law schools, are adults, and because most experts now agree that adults learn differently than young people. The last section of the Bibliography lists works on "Distance Education." Distance education involves the provision of education to students at off-site locations. These works are cited, in turn, because ideas about and programs that provide distance or off-site education are at the very cutting edge of part-time higher education.

Part-Time Higher Education and Related Issues: An Annotated Bibliography for Legal Educators

A. Part-Time Legal Education

American Bar Association. (1990). The 1990 ABA National Conference on Part-Time Legal Education: Monograph No. 4: A Summary of the Conference. Washington, DC: American Bar Association.

Association of American Law Schools. (1972). AALS Study of Part-Time Legal Education: Final Report. (Proceedings of the 1972 Annual Meeting). Washington, DC: Association of American Law Schools.

Baird, L.L. (1990). The Melancholy of Anatomy: The Personal and Professional Development of Graduate and Professional School Students. In, J.C. Smart (ed.). Higher Education: Handbook of Theory and Research. New York: Agathon Press.

This lengthy essay, generally devoted to a review of the literature of personal and professional development of graduate level students, devotes a considerable amount of time to a discussion of part-time students, including part-time law students. Baird suggests that major differences exists between full-time and part-time students in these contexts and that much research should be done regarding part-time students. A critically important work, if only for its exhaustive bibliography.

Bredemeyer, C. (1988). Serving the Evening Law Student. Law Library Journal, 80, 619-31.

Coffman, D.R. (1984). Recognizing Older Law Students. Trial, 20(12), 7-8.

Cox, M.P. (1976). Part Time Legal Education: The Kelso Report and More. Journal of Legal Education, 27, 473 - 508.

Does Going Part Time Pay Off? Best Professional Schools -- Special Report. (1990). U.S. News and World Report, 108, pp. 78-79 (March 19, 1990).

This article notes, among other things, that half of all MBA students, and 40% of engineering graduate student attend school on a part-time basis. It also notes that only 1 in 5 law students attend part-time and no medical schools admit part-time students.

Feigenbaum, M.A. (1985). Can Retreads Be As Good as New? Reflections on the Value of Law as a Second Career. University of Miami Law Review, 40, 397-408.

An anecdotal description of part-time legal education by a law student.

Goldsmith, S. (1987). The Edge of Night School. Student Lawyer, 15(6), 12 (February, 1987)

Harno, A.J. (1953). Legal Education in the United States. San Francisco: Bancroft Whitney.

This history of legal education contains many comments about part-time legal education.

Harold, R. (1990). They're Overworked and Under Stress. Student Lawyer, 18(7), 10 -12 (March, 1990).

Hayes, J. (1964). Legal Education in the Evening Division of a Multiple Division Law School. Bar Examiner, 33, 78.

Koenig, T. and Rustad, M. (1985). The Challenge to Hierarchy in Legal Education: Suffolk and the Night Law School Movement. Research in Law, Deviance and Social Control, 7, 189-212.

The ERIC description of this article, perhaps better than any other summary, suggests the importance of this work. Absolutely must reading.

"An oversupply of lawyers is increasing the degree of hierarchy within the legal profession. It is argued here that a similar situation during the late 1920s led to a complex struggle between the elite law schools & their lower status, proprietary rivals over bar admission criteria. A review of this conflict, especially as it manifested itself in Boston, Mass, provides insight into the way legal education is organized today. A similar struggle between high-ranking professional schools & those of lesser status may again emerge as the professions become overcrowded."

Metaxes, J.C. (1987). Missouri Night Program Reopens After Another Sought Accreditation. National Law Journal, 9, 4 (Col.2), March 23, 1987).

Murphy, J. (1965). The Evening Law School: A Suggested Curriculum. journal of Legal Education, 18, 142-153.

Nelson, S. (1984). Would Daylight Lend Luster to GWU? Legal Times, 6, 11 (Col. 1) (January 30, 1984).

Nicholson, L.S. (1951). Some Problems of National Law Schools Having Multiple Divisions. Journal of Legal Education, 4, 141-159.

This essay, now over forty years old, concludes with a research agenda for part time legal education that is essentially identical to the research agendas on that topic that are proposed at the present time. In other words, for over forty years, people have been calling for research on exactly the same thing.

Nicklin, J.L. (1991). As Enrollment in Continuing Education Booms, Some Fear Programs Will Be Used As Cash Cows. Chronicle of Higher Education, 37(35), p.A1, 31 (May 15, 1991).

This article indicates that a common argument used against part-time legal education -- it's done only to produce revenue -- is now also being raised outside of the law schools. The authors effectively counter this argument.

Niles, R.D. (1962). The Extended Program for Employed Law Students. Journal of Legal Education, 14, 361-366.

A now dated anecdotal description of legal education by a teacher. This paper was written by at teacher at NYU prior to that school's abandonment of such education.

Norman, M. (1983). Bytes and Barks at Night School in the Suburbs. New York Times, Sec. 1, p. 25, Col. 3 (October 22, 1983).

Nova, S. (1980). Law School and Work Do Mix ... For the Better. Working Women, 5, 15(2) (April, 1980).

Ownby, G.T. (1986). Missouri Night School Still on the Outside. Los Angeles Daily Law Journal, 6, 16 (Col.3) (July 7, 1986).

Ownby, G.T. (1984). Night School to Stay at George Washington. Los Angeles Daily Law Journal, 97, B16 (Col. 1) (June 25, 1984).

Pipkin, R.M. (1982). Moonlighting in Law School: A Multischool Study of Part-Time Employment of Full-Time Students. American Bar Foundation Research Journal, Vol. 1982, 1109 - 1162.

This study, and the accompanying analysis, suggest that it is not accurate to draw a bright line between part-time and full-time law students. A large number of "full-time" law students, it seems, are working as much or almost as much as many part-time students. Indeed, the principal difference in this context may simply be that full-time students work in law-related jobs to a much greater degree that part-time students. Must reading.

Rogers, A. (1984). No "Lights Out" for GW Night Program. National Law Journal, 6, 16 (Col. 3) (July 9, 1984).

Rose, G. (1984). Day School or Night School: does it Matter? National Law Journal, 6, 12, (Col.2) (May 7, 1984).

Samore, W. (1958). Are Evening Law Schools Better than Day Schools? Cleveland-Marschall Law Review, 7, 317-323.

Schudson, M. (1974). The Flexner Report and the Reed Report: Notes on the History of Professional Education in the United States. Social Science Quarterly, 55, 347-361.

The ERIC description itself shows the importance of this work.

"The present pattern of medical & legal education can be traced to the movement to raise standards in the first 2 decades of this century. The most influential statement to reform medical education appeared with Abraham Flexner's Carnegie-Foundation sponsored study of medical schools ("Medical Education in the United States and Canada," New York, NY: Carnegie Foundation for the Advancement of Teaching, 1910, Bulletin No. 4). In 19th century America, apprenticeship was the chief preparation for the bar. Proprietary schools offered afternoon classes to non full-time non law-clerk students who drifted into these schools to gain degrees solely through instruction. Medical education linked with the U's & the medical curriculum was standardized. The establishment of Johns Hopkins Medical School in 1893 provided a model for A. Flexner's view that medicine had become a science. Alfred Z. Reed produced a document ("Raising Standards of Legal Education," American Bar Association Journal, 1921, 7, Nov 21, 571), that surpassed the Flexner report in depth & style. Reed's basic premise was flexibility & reform. Flexner's report received fame while Reed's document remained obscure. Reed's report appeared again in 1921 after a period of reform. Flexner's report has been criticized as an "egocentric view of democracy"; both reports have served to restate the professional education quandary."

Smith, A.G. (1979). Cognitive Styles in Law Schools. Austin: University of Texas Press.

This book does not specifically discusses differences, if any, between the cognitive styles (thinking skills) of full-time and part-time students. However, the book does have data from wildly different kinds of law schools, including those that have and do not have part-time divisions. That data, therefore, can be used, albeit only with great care, to compare part-time and full-time students.

Stevens, R. (1983). Law School: Legal Education in America from the 1850's through the 1980's. Chapel Hill, NC: University of North Carolina Press.

This important study of the history of American legal education contains many comments about part-time legal education, particularly the early roots of that kind of legal education and the repeated efforts by the ABA to eliminate it.

Tinnelly, J.T. (1957). Part Time Legal Education: A Study of the Problems of Evening Law Schools. Brooklyn: Foundation Press.

Early study of part-time legal education. Contains mostly anecdotal and now dated material.

Trubow, G. (1962). Part-Time Legal Education: A Reply. Journal of Legal Education, 15, 64-66.

Trumbull, W. (1961). Part-Time Legal Education. Journal of Legal Education, 14, 349 - 352.

Wangerin, P.T. (Submitted for Publication). Review Essay: An Introduction to Academic Assistance Programs: A Report to the Minority Affairs Committee of the Law School Admission Council, by Lawrence Salmony.

At first glance, this work, which reviews at length the general topic of "academic assistance programs," seems to have little to do with part-time legal education. In fact, however, it has great pertinence. Many students who ultimately need academic assistance in the law schools are part-students. This is particularly true of minority students.

B. Part-Time Higher Education Generally

NOTE: The ERIC system uses several descriptors for part-time higher education. The most important of those are "part-time students", "evening programs", and "evening students." These descriptors also work with most other reference tools. Interestingly, however, these descriptors do not work with the Library of Congress Catalogue. The best descriptor for part-time higher education in that Catalogue is "Evening and Continuation Schools."

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Abrahamson, K. (1984). Does the Adult Majority Create New Patterns of Student Life? Some Experiences of Swedish Higher Education. European Journal of Education, 19, 283-98.

One of several interesting discussions of part-time higher education in foreign countries.

Anisef, P. (1989). Studying Part-Time in Canada's Universities: A Social Change Perspective. Canadian Journal of Higher Education, 19, 11-28.

Association of University Evening Colleges. Research Committee. (1969). Policies and Practices in Evening Colleges -- 1969. Metuchen, NJ: Scarecrow Press.

An interesting, albeit now somewhat dated history of part-time higher education.

Baird, L.L. (1990). The Melancholy of Anatomy: The Personal and Professional Development of Graduate and Professional School Students. In, J.C. Smart (ed.). Higher Education: Handbook of Theory and Research. New York: Agathon Press.

This lengthy essay, generally devoted to a review of the literature of personal and professional development of graduate level students, devotes a considerable amount of time to a discussion of part-time students, including part-time law students. Baird suggests that major differences exists between full-time and part-time students in these contexts and that much research should be done regarding part-time students. A critically important work, if only for its exhaustive bibliography.

Blumenstyk, G. (1989). More States Are Providing Aid to Those Who Study Part Time. Chronicle of Higher Education, 35(24), p.A21, 26-27 (February 22, 1989).

Bourner, T., Reynolds, A., Hamed, M., and Barnett, R. (1991). Part-Time Students and Their Experience of Higher Education. London: Society for Research into Higher Education: Open University Press.

It is probably safe to say that England has lead the way in connection with part-time higher education. Thus, this work, which is an exhaustive survey of part-time higher education students in England, is extremely important. This book describes, among other things, "good practices" in the provision of part-time programs and the kinds of things that tend to cause part-time students to leave school before completion. Must reading!

Brinkman, P.T. (1985). The Financial Impact of Part-Time Enrollments on Two-Year Colleges: A Marginal Cost Perspective. Journal of Higher Education, 56, 338-53.

This interesting article argues that part-time students cost institutions substantially less to educate than full-time students. In times when increasing costs are strangling many institutions, this is a provocative idea indeed.

Capps, J. (1985). Report on Evening Student -- Profile and Weekend College Survey, Spring Semester, 1985. Sommerset County Community College. ERIC Document Reproduction Service No. ED 254 294.

This work provides a relatively rare example of empirical data on part-time higher education students in the United States. Capps describes differences between part-time and full-time students.

Carey, J.T. (1953). Why Students Drop Out: A Study of Evening College Student Motivations. Chicago: Center for the Study of Liberal Education.

This is a very interesting albeit now terribly dated discussion of this critically important issue.

Chambers, E. (1992). Workload and the Quality of Student Learning. Studies in Higher Education, 17, 141-153.

This study, which principally discusses the issue of the "work-load" of students, contains much interesting information about the work-loads of part-time students. Chambers describes methods for calculating and regulating student work-load. He also discusses the implications of work-load for curriculum and course design.

Change Trendlines: New Strategies to Keep Enrollments Growing. (1989). Change, 21, 39-42.

The title of this work suggests its importance to many schools. The work itself discusses the increased participation by part-time students in all kinds of higher education institutions. It also describes methods for cultivating part-time students.

Consolloy, P. (Ed.) (1981). Who Offers Part-Time Degree Programs? Princeton, NJ: Peterson Guides.

This book, part of the "Peterson's Guide" series of books on higher education institutions, reveals that countless higher education institutions offer part-time courses of study at both the undergraduate and graduate level.

Coyle, M.B. (1985). Keeping Adult Students Once You've Got Them: Two Enrollment Management Strategies. College Board Review, 134(9), 27-28.

This short work briefly discusses methods for reducing the voluntary attrition rate of part-time students.

Cross, K.P. (1974) Planning Non-Traditional Programs. San Francisco: Jossey Bass.

Professor Cross has written extensively on many aspects of higher education. This book, now dated, contains many of Cross' ideas about part-time education.

Crowley, W.A. (1991). Deviance, Moral Voices and Group Boundaries: Labeling Perspective and the Occupational Folklore of Night School Education. Master's Thesis, Ohio State University. ERIC Document Reproduction Service No. ED 333 150.

This is an absolutely fascinating study of the "folklore" of night school attendance, particularly the stigma attached thereto and the interaction of night school and day school students. Although this work is difficult to obtain, it is absolutely must reading for people interested in the stigma issue.

Curran, C.C. (1987). Dealing With the Distant Learner as Part-Time Learner. Journal of Education for Library and Information Science. 27, 240 - 246.

An interesting discussion of both distance and part-time education. This work also discusses institutional attitudes about part-time students -- often quite negative -- and the special problems faced by such students.

Desiderio, J. (1980). Publicity Techniques. Publicity and Promotional Programming for the Evening Student. Commuter, 5(2), 4 - 5 (January). National Clearninghouse for Commuter Programs. University of Maryland. College Park, MD.

This is an interesting, but quite short, discussion of ways to get information about campus events to evening students.

Devlin, L.E. (1989). Part-Time Students: A Closer Look. Canadian Journal of Continuing Education, 15, 29-38.

This work, another in the extensive Canadian literature on part-time higher education, demonstrates that considerable shifting between full-time and part-time occurs, with increased movement toward part-time status as graduation nears.

Does Going Part Time Pay Off? Best Professional Schools -- Special Report. (1990). U.S. News and World Report, 108, pp. 78-79 (March 19, 1990).

This article notes, among other things, that half of all MBA students, and 40% of engineering graduate student attend on a part-time basis. The article also notes that only 1 in 5 law students attend part-time and no medical schools admit part-time students. An interesting comparative analysis.

Duncan, J.A. and Ruch, C.P. (1984). Doctoral Studies for Part-Time Students in Leadership Positions: Developing Graduate Non-Traditional Programs. In J.W. Fonseca. Non-Traditional and Interdisciplinary Programs. Selected Papers from the Annual Conference on Non-Traditional and Interdisciplinary Programs (Arlington, VA, June, 1984). ERIC Document Reproduction Service No. ED 287 425.

This is a particularly interesting essay in a generally interesting book of essays on part-time, adult, and distance education.

Dyer, J. P. (1956). Ivory Towers in the Market Place: The Evening College in American Education. Indianapolis: Bobbs-Merrill.

Dyer provides interesting historical information about part-time higher education in the United States.

Fonseca, J.W. (1984). Non-Traditional and Interdisciplinary Programs. Selected Papers from the Annual Conference on Non-Traditional and Interdisciplinary Programs (Arlington, VA, June, 1984). ERIC Document Reproduction Service No. ED 287 425.

This book, noted above in connection with a work by Duncan, contains almost 50 papers on various issues related to distance and part-time higher education.

Gerhart, U. (1981). Assessing Part-Time Education in an M.S.W. Program. Journal-of-Sociology-and-Social-Welfare, 8, 601-609.

This work is very interesting for several reasons. First, it is an example of the substantial amount of writing done by social work educators on part-time graduate education. Second, its discussion moves across several different academic fields, including, surprisingly, the field of legal education. Third, this work contains empirical data comparing the educational performance of part-time and full-time students.

Gilley, J.W. and Hawkes, R.T. (1989). Nontraditional Students: A Changing Student Body Redefines Community. Educational Record, 70(3-4), 33-35 (Sum-Fall, 1989).

This short article explores, and debunks, the frequently-made argument that academic quality and rigor can only be maintained in schools that serve only traditional, i.e. full-time, students.

Gross, R. (1983). Even at the Ivies. College Board Review, 128, 17-23.

This article provides fascinating reading for administrators who fear that schools that offer part-time programs will be stigmatized. Gross describes any number of programs that extremely high prestige colleges and universities have created for part-time undergraduate and graduate students. Some of the most interesting of these programs are at least somewhat similar to the "conditional admission" programs offered by some relatively low prestige law schools. In connection with these programs, a number of high prestige graduate and undergraduate schools allow students to take a limited number of courses, pretty much regardless of test scores and grades received at previous educational institutions. If these students then do acceptable work in these course, they gain admission to the regular program. Actual classroom performance, therefore, takes the place of traditional admission indicators. This work is absolutely must reading.

Gurin, G., Meiland, R., and Rush, P. (1985). Part-Time Students and Their Ambivalent Hosts. Ann Arbor: Center for the Study of Higher Education.

This is major book on part-time higher education in America.

Halpin, R.L. (1989). A Study of Advisement Systems for Part-Time Students in SUNY Community Colleges. State University of New York, Albany. Two Year College Development Center. ERIC Document Reproduction Service No. ED 310 812.

This study reveals, not surprisingly, that evening students get far less in terms of advisement than day students.

Hebron, C. (1984). Some Problems and Pleasures of Teaching Part-Time Management Students. Studies in Higher Education, 9, 169-81.

This is a rare discussion of the attitudes of teachers of part-time students. The surveyed teachers, although admitting that problems existed incident to the teaching of part-time students, also indicated that they were enthusiastic about such teaching and that schools generally undervalued such teaching.

Houle, C.O. (1992). The Literature of Adult Education: A Bibliographic Essay. San Francisco: Jossey Bass.

This bibliography on adult education, due out late in 1992 from its publisher, should contain extensive references to part-time education.

Hubert, G. (1989). Mixed Mode Study: Has It Got a Future? Studies in Higher Education, 14, 219-29.

This is a very interesting study of an "underachievement" program in which poor-performing students were allowed to switch back and forth between part-time and full-time status.

Hughes, M. (1992). London Took the Lead: Institutions for Women. Studies in the Education of Women, 24, 41-55.

This is a fascinating historical study of the development of part-time education programs for women in London, including higher education programs.

Improving University Teaching. Proceedings. International Conference (12th). (1986). College Park, MD: University of Maryland. ERIC Document Reproduction Service No. ED 278 310.

This book contains numerous papers on part-time higher education.

Jacobson, M.S. (1970). Night and Day: The Interaction Between an Academic Institution and its Evening College. Metuchen, N.J.: Scarecrow Press.

This book is one of the early historical studies of part-time higher education in the United States.

John, D. (1992). Part-Time Higher Education: The Next Stage. Adults Learning, 3(5), 115-118.

Although this article mostly discusses funding issues, it also notes that part-time education will be a major factor in most universities in the near future.

Jones, L. (1990). Part-Time Education: A Case for Equal Treatment. Adults Learning, 1(6), 165-67 (February, 1990).

Another of numerous important discussions of part-time higher education in England. This work calls for greater funding of programs designed specifically for part-time students.

Kellaway, J. (1981). Part-Time Learning. In Women, Class and Adult Education. England: Southhampton University. ERIC Document Reproduction Service No. ED 234 156.

This interesting article addresses the failure of most higher education institutions to make provisions for female students with domestic commitments to children or husbands.

Kett, J.F. (1990). From Useful Knowledge to Vocational Education: 1860 - 1930. Paper presented at the Conference, "Education and the Economy: Hard Questions, Hard Answers. Brewster, MA, September, 1989. ERIC Document Reproduction Service No. ED 333 203.

This hard-to-obtain but extremely interesting paper contains a history of vocational education in late 19th and early 20th centuries. It notes that many, many students at that time received vocational education on a part-time, evening basis. This work also notes that it is probably safe to say that part-time vocational education was the dominant model at that time. Much of this took place in so-called "proprietary" or for-profit schools. Dewey's ideas about vocational education in the university itself gradually became dominant in the 20's and 30's however and the model of full-time education replaced the model of part-time education even for vocational education.

Koekse, R.D and Koeske, G.F. (1989). Working and Non-Working Students: Roles, Support and Well-Being. Journal of Social Work Education, 25, 244-56.

Another of several important works on part-time higher education by social work educators. This article describes a study comparing the attitudes and needs of full-time and part-time graduate level students.

Kramer, H. (1987). Comparative Stress Levels in Part-Time and Full-Time Social Work Programs. Journal of Social Work Education, 23(3), 74-80.

This work on part-time social work education notes that stress levels among part-time graduate students were greater than stress levels among full-time graduate students.

McMahon, E.E. (1960). The Emerging Evening College: A Study of Faculty Organization and Academic Control in Ten Eastern University Evening Colleges. New York: Teachers College Press.

Another of several historical studies of part-time higher education in the United States.

Meltesen, C. (1990). Longitudinal Study of Performance of Students Entering Harper College, 1977-1988. Volume XVIII, No. 9. Palatine, IL: Office of Planning and Research, Harper College. ERIC Document Reproduction Service No. ED 328 803.

This hard-to-get book compares the academic performance of part-time and full-time higher education students. Although the performance of these different kinds of students was roughly the same, part-time students withdrew early from school at much greater rates than full-time students.

Orton, L., and Wiseman, J. (1977). Library Service to Part-Time Students. Canadian Library Journal, 34, 23-27.

Ottaway, R.N. (1989). Improving Learning for Adult Part-Time Students. In A.F. Lucas. The Department Chairperson's Role in Enhancing College Teaching: New Directions for Teaching and Learning, No. 37. San Francisco: Jossey Bass.

An interesting, albeit superficial analysis of the special needs of adult part-time students.

Paulet, R. (1987). Working While Learning. Vocational Aspect of Education, 39(103), 65-69 (August, 1987).

This article describes a number of different studies of the provision of student services to part-time and distance students.

Payne, P. (1983). The Part-Time Student in the Library. London: City of London Polytechnic, Library and Learning Resources Service. ERIC Document Reproduction Service No. ED 234 803.

This hard-to-find book contains a series of essays describing the special library needs of part-time and evening students and the services that libraries can make available to address those needs.

Pfundter, R. (1990). Studying While Working: A New Way Towards Academic Further Education in Universities in the Federal Republic of Germany. International Journal of Life-Long Education, 9, 15-29.

An interesting study of developments in part-time higher education in Germany.

Pittman, V. (1992). Outsiders in Academe: Night School Students in American Fiction. Journal of Continuing Higher Education, 40, 8 - 13.

This fascinating, albeit offbeat article notes that two contradictory stereotype exist both in popular imagination and in

American fiction regarding night school students. Part-time students, one of these stereotypes suggests, are simply incapable of regular school work. The other stereotype suggests that part-time students are incredibly hardworking and disciplined. Pittman then notes that individual students' self-perceptions can be influenced by these stereotypes.

Potts, M. K. (1992). Adjustment of Graduate Students to the Educational Process: Effects of Part-Time Enrollment and Extra-Curricular Activities. Journal of Social Work Education, 28, 61-76.

This work on part-time social work education is notable for is citation of many earlier studies on part-time higher education.

Raffe, D. (1979). The "Alternative Route" Reconsidered: Part-Time Further Education and Social Mobility in England and Wales. Sociology, 13, 47-73.

This lengthy and most provocative article explores the stigma associated with part-time education and the social class characteristics of people who obtain such education. A major work.

Ratliffe, C.J. (1982, 1981). A Study to Determine the Need for Night-Time Child Care Services at John C. Calhoun State Community College. ERIC Document Reproduction Service No. ED 222 205.

This study discovered, not surprisingly, that many female part-time students are in desperate need of child care.

Reisman, B.L. (1983). Urban Graduate Students: A Need for Community. College Student Journal, 17, 48 - 50.

This short article suggests that part-time and evening students are not integrated into the academic and social community. It also explores the problems created by that lack of academic and social integration.

Richardson, R.C., Svaco, M. and Rooth, S. (1979). Serving Part-Time Students Through Career-Education. In A.M. Cohen (Ed.) Shaping the Curriculum: New Directions for Community Colleges, No. 25. San Francisco: Jossey Bass.

Rogers, B.H. (1988). Educational Motivations of Part-Time Adults as Related to Socio-Demographic Variables. College and University, 63, 198-209.

This fascinating study of adult part-time students explored four different kinds of educational motivations -- self-improvement, job enhancement, social contact, and job change. It correlated those motivations, in turn, to gender, age, educational level and income. Must reading.

Rose, C. (1988). Satellite Centers: A Non-Threatening, Personalized Environment for Adult, Part-Time Students. Lifelong-Learning, 11(6), 19-21.

Rose describes a support system that was created for part-time students at off-campus or outreach sites.

Roweth, B. (1987). Continuing Education in Science and Technology: A Survey of Part-Time Postgraduate Students and Their Employers. Studies in Higher Education, 12, 65-85.

This is an important survey of graduate level students in science and technology fields. Roweth examined patterns of financial support, distances traveled to attend class, employment patterns, and the perceived costs and benefits of combining study and employment.

Schaff, E.A. and Hoekelman, R.A. (1984). Reduced Schedule Pediatric Residency Training. Journal of Medical Education, 59, 815-24.

This article describes an example of an extremely rare bird indeed, namely, a program that provided something akin to part-time medical education.

Seybolt, R.F. (1971). The Evening School in Colonial America. New York: Arno Press.

This is another interesting historical analysis of early part-time education programs in the United States.

Smith, D.M. and Saunders, M.R. (1988). Part-Time Higher Education: Prospects and Practices. Higher Education Review, 20(3), 7-22.

Smith and Saunders have written extensively about part-time higher education in England. (The next entry in this Bibliography also refers to their work.) Most of these writers' conclusions about part-time education in England, however, transcend international boundaries.

Smith, D.M. and Saunders, M.R. (1991). Other Routes: Part-Time Higher Education Policy. Philadelphia: Open University Press.

Smith and Saunders, as just noted, have written extensively about part-time higher education. This is their most important recent work.

Suitor, J.J. (1987). Marital Happiness of Returning Women Students and Their Husbands: Effects of Part-Time and Full-Time Enrollment. Research in Higher Education, 27, 311-31.

This is a fascinating study of this extraordinarily important issue. The marital happiness of full-time students, Suitor found, decreased considerably more during the course of education than the marital happiness of part-time students. Must reading.

Syverson, P.D. (1987). First CGS/GRE Enrollment Data Released. Communicator, p. 2 - 3, Sep. - Oct. 1987. Washington, DC: Council of Graduate Schools in the U.S.

This article notes that data published in 1987 indicates that approximately 52% of graduate students in the United States are part-time students.

Tight, M. (1987). The Value of Higher Education: Full-Time or Part-Time? Studies in Higher Education, 12, 165-85.

Tight is one of the most important writers about part-time higher education in Britain. This study compares the value of part-time versus full-time higher education in connection with six variables.

Tight, M. (1991). Part-Time Higher Education in Western Developed Countries. European Journal of Education, 26, 63 - 85.

This is another of numerous works by this important writer. Here tights examines part-time higher education services in numerous countries. Tight then presents a comparative examination of the nature and importance of part-time higher education in these different countries.

Tight, M. (1992). Reclaiming our Traditions: Part Time Higher Education in Britain. Higher Education Review, 24, 52 - 73.

Yet another important work by this major writer.

Trotman-Dickenson, D.I. (1988). Learning and Teaching Problems in Part-Time Higher Education. Higher Education Review, 20(2), 47-59.

This is yet another important study of part-time higher education in Britain.

Turtle, A.M. and Jack, S.M. (1985). Part-Time and Evening Students: Profiles and Prospects in the Faculty of Arts, University of Sydney. Vestes, 28(1), 31 - 34.

Voorhees, R.A. (1990). A Survey of Academic Advising as an Area of Inquiry. In, J.C. Smart (ed.). Higher Education: Handbook of Theory and Research. New York: Agathon Press.

This lengthy article is perhaps the best overall summary to date of the extensive literature on academic advising in higher education institutions. Academic advising, of course, is something that tends to be provided in relatively small quantities to part-time students.

Weston, J.A. and Dubovsky, S.L. (1984). Evaluating Medical School Graduates of a Reduced Course Program: A Preliminary Report. Journal of Medical Education, 59, 1-6.

This is another study of the rare bird of part-time medical education. This study suggests that that kind of education may be a viable educational alternative for some students.

Whipple, J.B. (1969). Liberal Education Reconsidered: Reflections on Continuing Education for Contemporary Man. Syracuse, NY: Syracuse University Publications Program in Continuing Education.

This is a rather abstract discussion of liberal education, including the gaining of such education on a part-time basis.

Wolfe, J.G. (1981). Changing the Climate of Learning. Southern College Personnel Association Journal, 3(4), 14 - 17.

This article discusses the special learning needs of evening students and proposes changes that will help such students.

C. Continuing [Professional] Education

Apps, J.W. (1988). Higher Education in a Learning Society: Meeting New Demands for Education and Training. San Fransisco: Jossey Bass.

Beder, H. (Ed.). (1986). Marketing Continuing Education. San Fransisco: Jossey Bass.

Cervero, R.M. and Azzaretto, J.F. (1990). Visions for the Future of Continuing Professional Education. Athens, GA: Center for Continuing Education, University of Georgia.

Devlin, L.E. (1989). Part-Time Students: A Closer Look. Canadian Journal of Continuing Education, 15, 29-38.

An interesting empirical study of migration patterns between part-time and full-time attendance in huigher education. Considerable shifting between full-time and part-time occurs, with increased movement toward part-time status as graduation neared.

Eurich, N. (1990). The Learning Industry: Education for Adult Workers. Princeton: Carnegie Foundation for the Advancement of Teaching.

Gessner, Q. H. (1987). Handbook on Continuing Higher Education, New York: MacMillan.

This is one of the major texts on continuing education generally and continuing professional education specifically.

House, D.B. (1991). Continuing Liberal Education. New York: National Continuing Education Association.

Merriam, S.B., Cunningham, P.M. (1989). Handbook of Adult and Continuting Education. San Francisco: Jossey Bass.

Another of the frequently cited texts.

Nowlen, P.M. (1988). A New Approach to Continuing Education for Business and the Professions: The Performance Model. New York: National University Continuing Education Association.

An interesting book specifically dealing with continuing professional education. More specific than some of the continuing education books cited here, but probably not quite as helpful generally.

Roweth, B. (1987). Continuing Education in Science and Technology: A Survey of Part-Time Postgraduate Students and Their Employers. Studies in Higher Education, 12, 65-85.

This study of continuing education for people in the sciences show both similarities and differences between the continuing education needs of people in the hard sciences and in other fields.

Simerly, R. (1987). Strategic Planning and Leadership in Continuing Education. San Fransisco: Jossey Bass.

An important book for people planning and operating continuing education programs.

Students of the Third Age. (1992). New York: National University Continuing Education Association.

Visions for the Future of Continuing Professional Education. (1990). Athens, GA: Georgia Center for Continuing Education.

A work dealing specifically with continuing education for professionals.

D. Adult Education Generally

Abrahamson, K. (1984). Does the Adult Majority Create New Patterns of Student Life? Some Experiences of Swedish Higher Education. European Journal of Education, 19, 283-98.

Apps, J.W. (1988). Higher Education in a Learning Society: Meeting New Demands for Education and Training. San Francisco: Jossey Bass.

Brockett, R.G. (ed.) (1988). Ethical Issues in Adult Education. New York: Teachers College Press.

This work's title speaks for itself.

Cervero, R.M. and Azzaretto, J.F. (1990). Visions for the Future of Continuing Professional Education. Athens, GA: Center for Continuing Education, University of Georgia.

Courtney, S. (1992). Why Adults Learn: Towards a Theory of Participation in Adult Education. New York: Routledge.

Coyle, M.B. (1985). Keeping Adult Students Once You've Got Them: Two Enrollment Management Strategies. College Board Review, 134(9), 27-28.

Discusses several methods for reducing the voluntary attrition rate of part-time students.

Gross, R. (1983). Even at the Ivies. College Board Review, 128, 17-23.

This report, which is absolutely must reading for people interested in part-time legal education or education for adult law students generally, describes a number of innovative programs that high prestige college and universities have created for part-time students. Of perhaps most interest in this article is the author's discussion of "conditional admission" programs for adult students. These programs allows students, regardless of test scores and grades received at previous educational institutions, to take high level courses. Students that do well in these courses can then gain regular admission to the program.

Houle, C.O. (1992). The Literature of Adult Education: A Bibliographic Essay. San Fransisco: Jossey Bass.

This work's title speaks for itself. This book, which is due out from its publisher in late 1992, should be a good place to gather lots of information quickly about many different facets of the adult education topic.

Jarvis, P. (1990). An International Dictionary of Adult and Continuing Education. New York: Routledge.

This recent book, by a frequent commentator on adult and continuing education, contains nice summaries of a lot of ideas.

Long, H.B. (1983). Adult Basic Education in Colonial America. Adult Literacy and Basic Education, 7(2), 55 - 68.

A fascinating historical study. This work describes the role of private teachers in colonial American, including those tutor's works with adult students.

Merriam, S.B., Cunningham, P.M. (1989). Handbook of Adult and Continuing Education. San Francisco: Jossey Bass.

A basic text.

Mezirow, J. (1991). Transformative Dimensions of Adult Learning. San Francisco: Jossey Bass.

A brand new text on adult learning and education.

Peters, J.M. and Jarvis, P. (1991). Adult Education: Evolution and Achievements in a Developing Field of Study. San Francisco: Jossey Bass.

An exhaustive compliation of ideas about adult education generally by these two major commentators.

Stevens, G.W., Nuyten-Edelbroek, E.G., and Van Emmerik, J.L. (1979). Adult Higher Education in the Netherlands: National Policy and Local Practice. Higher Education, 8, 279-297.

An interesting study of adult education in a progressive European country.

E. Distance Education

The Computer Revolution in Education: New Technologies for Distance Teaching. (1987). New York: St. Martin's Press

Summarizes much relatively current knowledge about the use of computers in distance education. Interestingly, this 1987 book is already a bit out of date.

Curran, C.C. (1987). Dealing With the Distant Learner as Part-Time Learner. Journal of Education for Library and Information Science. 27, 240 - 246.

This article talks about both part-time and distance education. This work also discusses attitudes about part-time students and the special problems of such students.

Directory of External Graduate Programs. (19--). Albany, NY: Regents College Degrees, Cultural Education Center.

This book describes graduate level programs that offer degrees to off-site or distance students. An astonishingly large number of schools, it seems, now supply such education.

Fonseca, J.W. (1984). Non-Traditional and Interdisciplinary Programs, Selected Papers from the Annual Conference on Non-Traditional and Interdisciplinary Programs (Arlington, VA, June, 1984). ERIC Document Reproduction Service No. ED 287 425.

This book contains almost 50 papers on various issues related to distance and part-time education.

Garrison, D.R. and Shale, D. (1990). Education at a Distance: From Issues to Practice. Malabar, FL: R.E. Krieger Publishing Co.

A recent summary of the ideas of someone who has written repeatedly about distance education.

Garrison, D.R. (1989). Distance Education. In S.B. Merriam, and P.M. Cunningham. Handbook of Adult and Continuing Education, pp. 221-232. San Francisco: Jossey Bass.

A short summary of the ideas of this important writer on distance education in higher education.

Garrison, D.R. (1989). Understanding Distance Education: A Framework for the Future. New York: Routledge.

Another recent summary of the ideas of this important figure in the field of distance education.

Harasim, L.S. (1990). OnLine Education: Perspectives on a New Environment. New York: Praeger.

Recent discussion of computer assisted interactive distance education.

Harris, D. (1987). Openness and Closure in Distance Education. New York: Falmer Press

An important book describing some of the more theoretical aspects of distance education.

Holmberg, B. (1989). Theory and Practice of Distance Education. New York: Routledge.

Another book on distance education. A good easy summary, but not particularly provocative.

Horner, V.M. and Roberts, L.G. (1991). Electronic Links for Learning. Newbury Park, CA: Sage Publications.

This recent book describes current technology for interactive distance education.

Improving University Teaching. Proceedings. International Conference (12th). (1986). College Park, MD: University of Maryland. ERIC Document Reproduction Service No. ED 278 310.

This book contains numerous papers on distance higher education.

Keegan, D. (1990). Foundations of Distance Education (2d Ed.). New York: Routledge.

Another of many books on this topic. Not particularly impressive.

M.B.A. by Television. (1988). Washington DC: American Association of State Colleges and Universities. ERIC Document Reproduction Service No. ED 306 932.

This work describes a fascinating program run by Ball State University hat allows students to obtain an MBA primarily through courses taken through television. Courses are broadcast on TV with interactive telephonic capacity. Must reading.

Mindweave: Communication, Computers, and Distance Education. (1989). New York: Pergamon Press

This book contains much information regarding the technical aspects of off-site electronic education.

Moore, M.G. (1990). Correspondence Study. In M.W. Galbrath (Ed.). Adult Learning Methods: A Guide for Effective Instruction. San Francisco: Jossey Bass.

An interesting albeit quite short description of the theory and methods of distance education generally. This work, among other things, reviews the literature comparing the effectiveness of distance and on-site education, and finds that both accomplish essentially the same thing. It also makes the interesting point that more than 1/2 of the Fortune 500 companies use some form of distance education internally, as do the American armed forces. An impressive short work.

Paulet, R. (1987). Working While Learning. Vocational Aspect of Education, 39(103), 65-69 (August, 1987).

Describes a number of different empirical studies involving the provision of student services to part-time and distance students.

Roberts, N., Blakeslee, G., Brown, M., Lenk, C. (1990). Integrating Telecommunications into Education. Englewood Cliffs, NJ: Prentice Hall.

An important recent book on distance education and electronic media.

Rose, C. (1988). Satellite Centers: A Non-Threatening, Personalized Environment for Adult, Part-Time Students. Lifelong-Learning, 11(6), 19-21.

Describes the use of "satellite centers," i.e. places other than the central university where students can take classes. Satellite centers, it seems, are particularly attractive when universities are located in downtown locations, locations, that is, away from where working people generally live.

Rumble, G. (1986). The Planning and Management of Distance Education. New York: St. Martin's Press.

A relatively early study of distance education. Although this book is now somewhat dated, in its discussion of the use of electronic media, it covers all of the important bases of distance education in an effective way.

Sheekey, A.D. (1991). Education Policy and Telecommunications Technologies. Washington, DC: U.S.Department of Education: Office of Educational Research and Improvement.

Smith, P. and Kelly, M. (1987). Distance Education and the Mainstream: Convergence in Education. New York: Croom Helm.

Another of many books on this topic.

Telecommunications for Learning. (1991). Englewood Cliffs, NJ: Educational Technology Publications.

Up to date discussion of electronics and distance education.

Verduin, J.R. and Clark, T.A. (1991). Distance Education: The Foundations of Effective Practice. San Francisco: Jossey Bass

This brand new book is perhaps the best place to start in connection with the study of distance education.

Zigerell, J. (1991). The Uses of Television in American Higher Education. New York: Praeger.

Another important recent discussion of distance education technology.